

Course Description				
Course Title	Assessment in Language Teaching			
Course Type	Elective		Recommended Year/Semester Of Study	
Course Length	1 semest.	Per week	0/2	ECTS 2
Length (Further Specifications)				
Method of Assessment	Final Test		Form of Delivery	Seminar
Course Requirements	In order to pass the course, students will need to produce an exercise (a gap-fill) that tests grammar which is linked to the Common European Framework of Reference. The exercise must show assessment best-practice. Of course, input from the course will help you achieve this.			
Lecturer	Timothy Chadwick, BA (Hons)			
Course Overview	<p><u>Course objectives:</u> By the end of this course, students will be able to distinguish between good and bad assessment practices, and be able to write good assessment materials and tests for their own use. They will become informed about the different formal examinations, how they are created, what they are for, and develop strategies they can use to help themselves and their students pass such exams.</p> <p><u>Course content:</u></p> <ol style="list-style-type: none"> 1. An introduction to assessment; Why do we assess and test? In what ways? What benefits can it bring? 2. Testing grammar and vocabulary; What is good practice? How can we be sure our test does what we want it to do? 3. Assessing speaking; What activities help us assess our students? How does this feed into our future lessons? 4. Testing the receptive skills of reading and listening; What are we assessing? How do we do it? 5. Assessing writing; How can we help our students become better writers? 6. Key concepts and terminology in assessment; How can we be sure the way we assess, and the tests we give, provide us with useful data? 7. Formal examinations part one; The IELTS, TOEFL and TOEIC. What are they? What are they for? Is one better than another? How do we know? What strategies are there to help students pass such exams? 8. Formal examinations part two; Cambridge English (C.E.SOL), who produce the FCE, CAE and CPE amongst others; An overview of their rationale and approach to testing. Are they good exams? How do we know? 9. The Common European Framework of Reference and assessment; What is it? How is it useful for us? 10. Alternative strategies to the formal exam boards; What is good and bad practice in our own classrooms? 11. Diagnostic testing part one; How can we produce valid materials for assessment for use in our classrooms? 12. Diagnostic testing part two; How can we produce valid materials for assessment for use in our classrooms? 13. Backwash; How does the way we test affect the way we teach? - The benefits and the dangers. 			
Course Reading List	<p><u>Basic literature:</u> BACHMAN, L. <i>Fundamental Considerations in Language Testing</i>. Oxford, 1990. HUGHES, A. <i>Testing for Language Teachers</i>. Cambridge, 2002. UNDERHILL, N. <i>Testing Spoken Language</i>. Cambridge, 1987.</p> <p><u>IT materials:</u> Follow these links for further guidance and practice: About the CEFR and assessment: http://www.examenglish.com/CEFR/cefr.php About Cambridge English: http://www.cambridgeesol.org About the IELTS: http://www.ielts.org An introduction to key terminology: http://en.wikipedia.org/wiki/Educational_assessment</p>			